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result was finally handed in we found that composition and correction had been virtually completed.

As all the work is individual we build on individual knowledge, calling the student's attention only to errors which he himself makes. We are thus enabled to make the whole course of the maximum value in training both the powers of thinking and habits of expression of the individual students.

It happens that the problems we set them are critical literary problems, because we feel that, with our training, problems of this nature are the kind we can most efficiently handle. But we also feel that the field in which the problem is assigned is relatively unimportant. The specific, definite line of thought is the thing to be aimed at in any problem. The steps in our problems are roughly: first, an analysis of a specific essay to get the thought in its relations clearly in the mind of the student in order that he may form intelligent judgments concerning it; second, the examination of the essay, point by point, in the light of a principle of composition which is also, practically, a principle of thinking; and third, a short composition stating the results of this examination. The problems are not easy; they call for long-continued and detailed thinking, and precision in reporting results.

The results as a whole have been satisfactory. By utilizing the full time of the laboratory in individual teaching we have effected economy in the teacher's time and greater efficiency in his work. We have also made the period yield its full value to each student. He is getting a much larger return for the time and energy expended; that is, we have greatly increased the value of the course to the student. All these things have seemed to us worth while.

FRANK W. CADY

A LITERARY MAP OF LONDON

A Ward-Lock *Guide-Book* of London and its immediate environs gave me an ideal outline for a literary map to be made by older students of Dickens, Thackeray, etc. The map is a convenient size and covers the district from Hampton Court east to Greenwich and extends as far north as Hampstead Heath. The students copied the line of the Thames from the guide-book map and from each other's maps and have filled in at their leisure the places of literary interest. Some of the students use colored inks, after systems of their own, and make their maps very rich in reminiscences of the real and the (no less real) fictitious characters of London-town.

JULIA DAVENPORT RANDALL

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